



“Referring Infants & Toddlers to *Early On*® Michigan”

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Learning Goals

1. Build understanding about Michigan's early intervention system, *Early On*®
2. Gain knowledge about how to make a referral and when to connect children and families to services
3. Review the Early On timeline and the connection to Intermediate School Districts/Health Departments
4. Hear a 'real life' family experience about the impact of early intervention through *Early On*



Purpose of Early Intervention

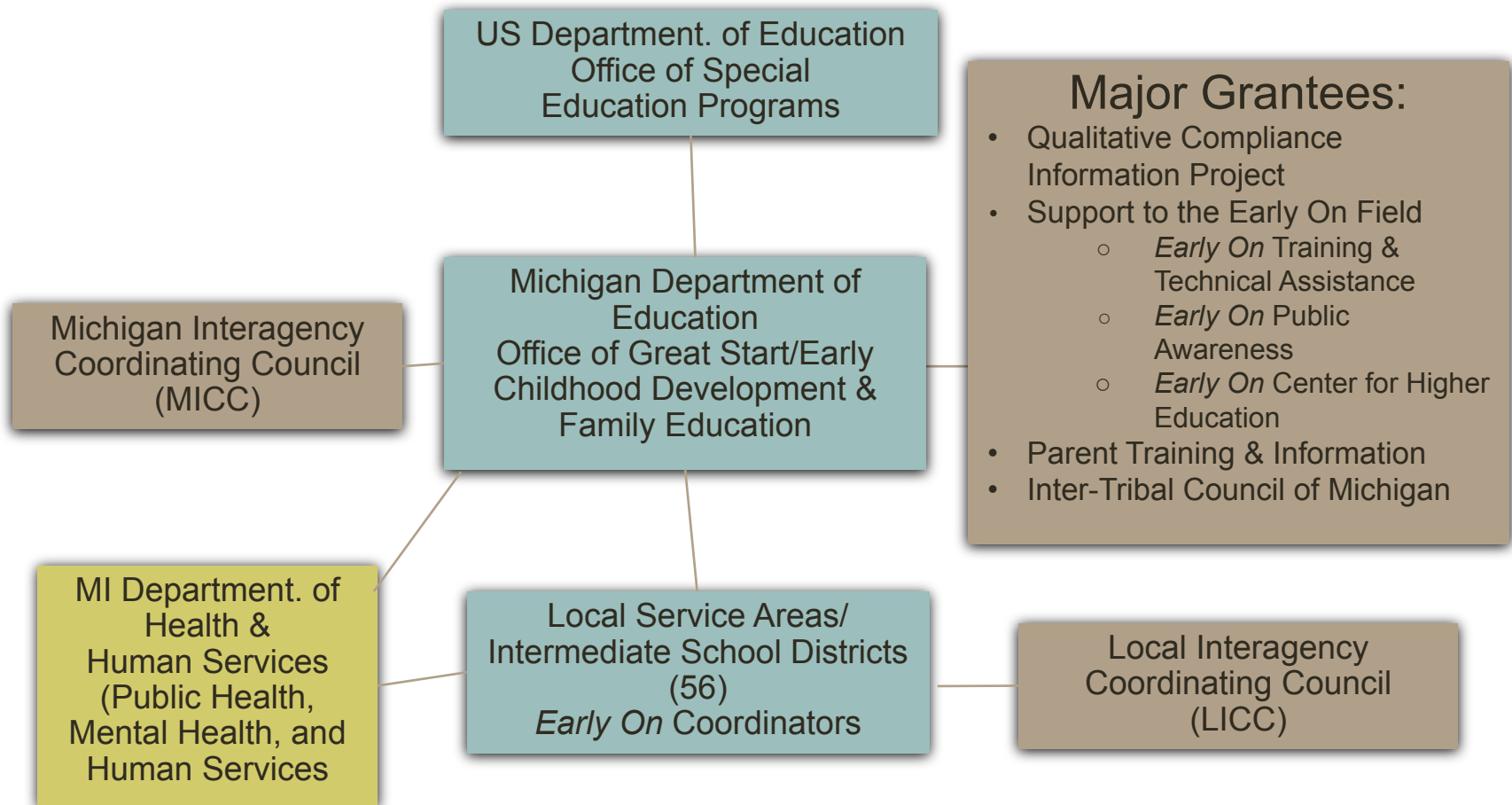
“To enable young children to be active and successful participants during the early childhood years and in the future in a variety of settings – in their homes, with their families, in child care, in preschool, and in the community.”

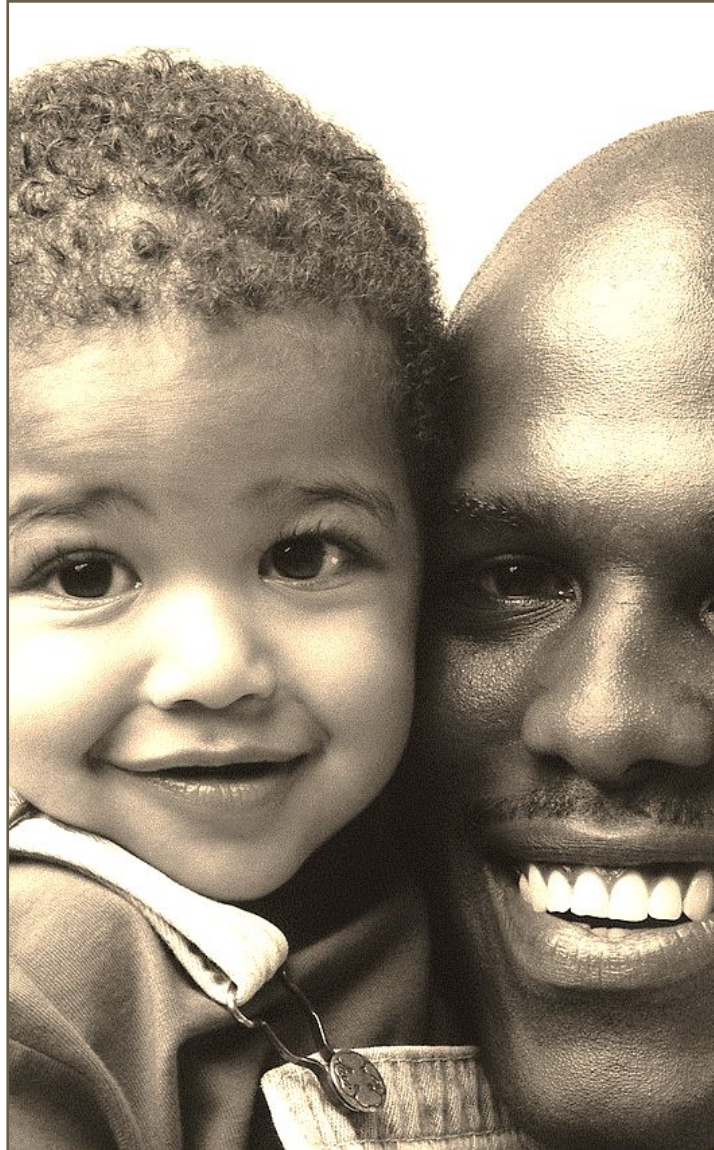


What is *Early On*

- A statewide system of early intervention services mandated by Part C of IDEA and Michigan Administrative Rules for Special Education (MARSE)
- Designed to help families find supports and services to promote the development of their infants and toddlers with special needs
- Emphasizes early identification, supports and services

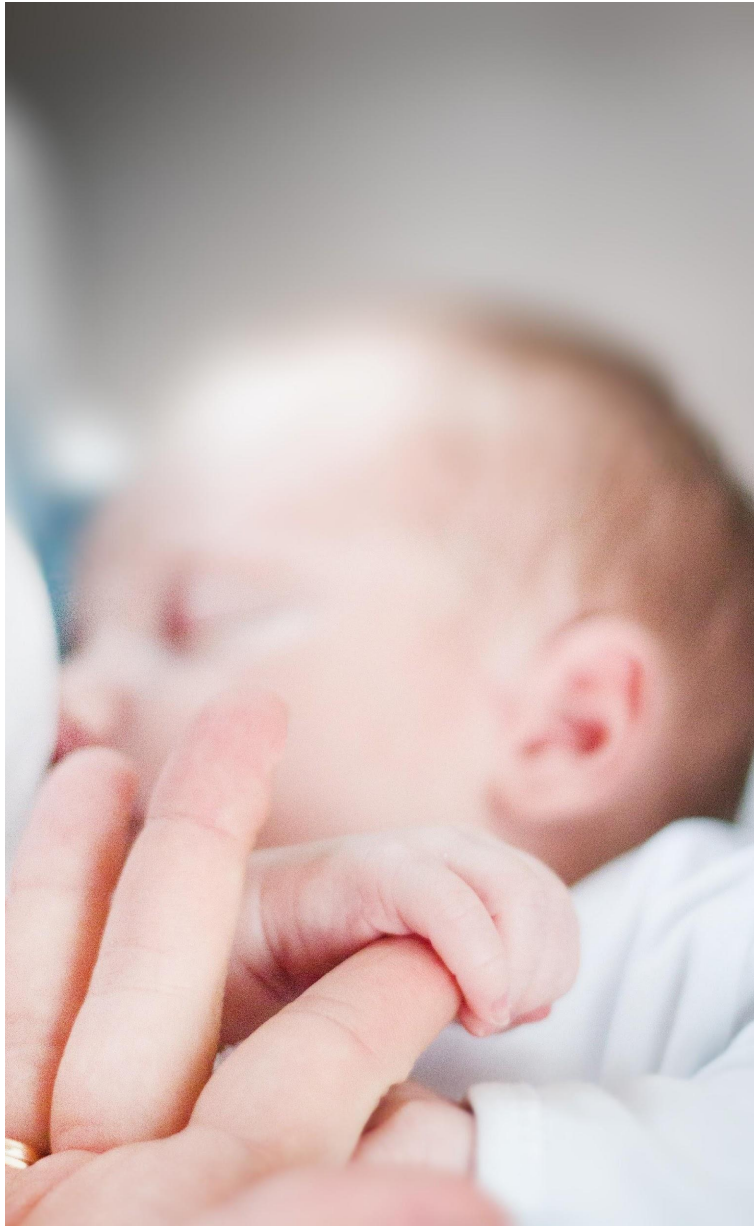
Structure of Part C in Michigan





Early On Services Are:

- Strength(s) based
- Family centered
- Focused on parent and professional partnerships
- Based on interagency collaboration
- Provided in natural environment



Eligibility for *Early On* Services

- **Any infant or toddler with a pre-existing medical condition**
(AKA "Established Condition," i.e., a heart defect, fetal alcohol syndrome, or hearing loss)
- **Developmental Delay:**
 - 0-2 months – any delay
 - 2 up to 36 months, 20% in one or more domain (i.e. speech or motor delays)

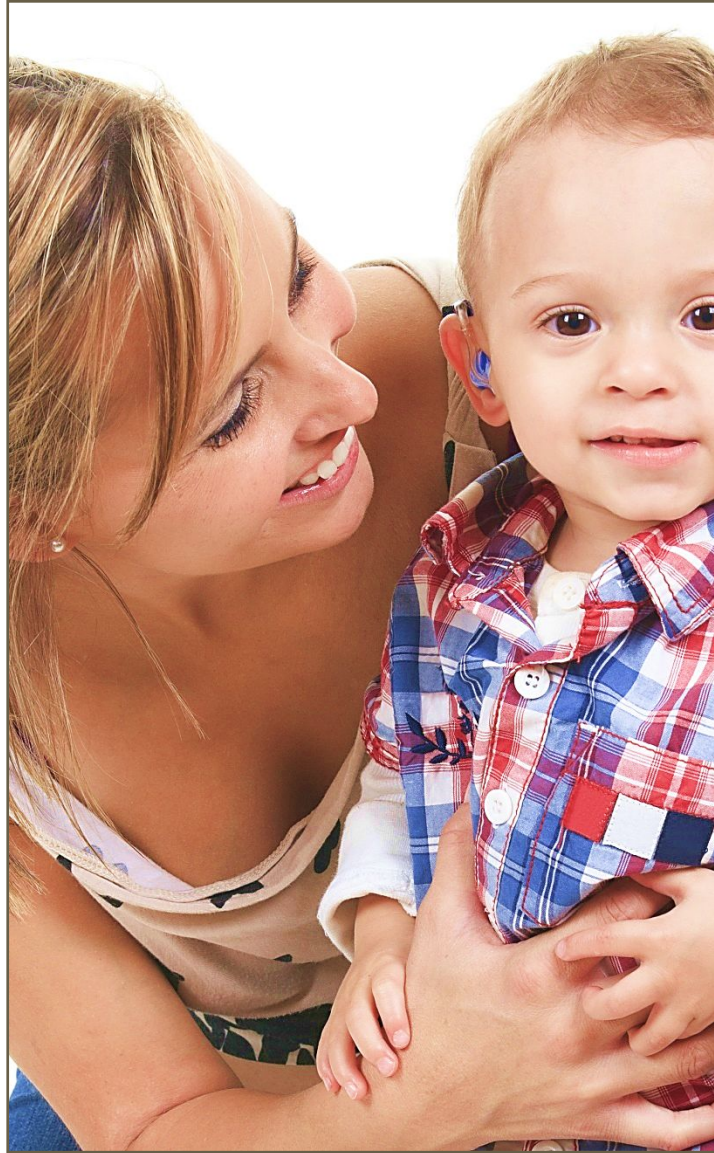


Established Conditions

Established Conditions: Children with established conditions are those from birth through age two who have a diagnosed physical or mental condition that has a high probability of resulting in a developmental delay.

Categories of Established Conditions:

- Congenital Anomalies
- Chromosomal Anomalies
- Infectious Conditions
- Endocrine/Metabolic Disorders
- Other Diseases
- Hearing Deficiency
- Other Fetal/Placental Anomalies
- Exposures Affecting Fetus
- Chronic Illness
- Developmental Disorders
- Mental Health Conditions



Developmental Delay

in one or more of the following categories:

- Physical (including hearing and vision)
- Communication Development
- Cognitive Development
- Social/Emotional Development
- Adaptive (self-help)



When to Make a Referral

- If an established condition exists, it's best practice to share information about *Early On*
- When a parent/caregiver expresses concern
- When you have a concern about a child's development

Recommend the family make the referral or assist them.

It's all about
RELATIONSHIPS!



Tracking child's development, Birth through 5

- Screeners and Evaluations –
- Always use professional judgement to refer even if not in “black area” of a screener!

CDC Learn the Signs.
Act Early.



How to talk with parents about their child's development

1. Choose a time and place where you can talk alone
2. Give the "big picture" with strengths. Focus on milestones
3. Put yourself in their shoes
4. Ask parents for their perspective on the issue as well
5. Develop solutions and options with family as a TEAM



Essential Steps for Successful Partnership

Prepare yourself before talking to the parents. – pause, take a deep breath

Reassure parents that it takes time to feel confident and comfortable with the information. –
Remind them you are there to assist them

Be prepared for a range of feelings from parents, yourself and others. –
Raising children is complicated, feelings can be strong and unexpected



Essential Steps Continued:

Learning to handle strong emotions in yourself and others is an important skill. –

Seek colleagues who listen and provide support

Be aware of your body language and that of the parents. – Ask

yourself, Am I communicating openness?



Be mindful when people appear agitated or “louder”. This can be a sign that they do not feel heard or understood. – Listen, ask more open-ended questions

Refrain from using jargon. – Help parents understand terms

Strive to learn about the parent as a person. – Ask how are they doing, inquire with sincerity

Don't reassure parents too quickly, “everything is going to be fine” can feel dismissive and shows a lack of understanding. – You do not have the power to fix the situation, or take away the pain



Discussing Potential Referral

- Discuss concern(s) with parent
- If they share concern(s), proceed with a referral

Things you can do if referral is declined -

- Continue to provide information about developmentally appropriate behaviors (ASQ)
- Remind parent about the benefits of *Early On*, input from specific disciplines
- Provide an *Early On* brochure to parent and developmental wheel



If Parents are Hesitant to Refer

- What are you hearing from these parents?
- Are parents sharing concern(s) about *Early On*? If so, what are they sharing?



Questions to Discuss:

- Is a referral “ever too early?”
- What is the process when families decline an *Early On* referral?
- Is there any follow up when families decline a referral?
- How often can you refer a child to Early On?



How to Make a Referral

Call **1-800-*Early-On***
(1-800-327-5966)

1800EarlyOn.org

Contact your local
county *Early On* directly





What is the *Early On*® timeline?

Referral Sent

- Intermediate School District/Health Department, Community Agency, etc.



What Happens Next?

Parental Notification

- Within 10 days of referral

Evaluation/Assessment

- Within 45 days of referral

Individualized Family Service Plan (IFSP)

- Within 45 days of referral

Services Begin

- Within 30 days of IFSP



Individual Family Service Plan

The IFSP meeting will include:

- Results of the evaluation
- Concerns of the parents
- Outcomes desired by the parents for their child in an inclusive setting
- Outcomes in natural environments and daily routines
- Supports needed by the family
- Early intervention services identified to support the outcomes



A Few Services Provided by *Early On*:

- Assistive Technology Services
- Audiology Services
- Speech Therapy
- Nutrition Services
- Occupational & Physical Therapy
- Family Training and Counseling



Review of the Plan of Service

- Every **Six-Months** or sooner a Review of the IFSP outcomes must be evaluated
- At least every **12-Months** a new IFSP is developed
- Up to **9-Months** before a child turns three (not before 27 months – not after 33 months) years of age a transition planning meeting is held

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Welcome to the new *Early On* and Build Up Michigan online ordering system for public awareness materials!

We offer no-cost, promotional products for outreach to children and young adults who may benefit from early intervention and/or special education services in Michigan.

To place an order you need to be a subscriber to the EOT&TA website. To become a subscriber click

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Personal Story of *Early On:*

- Cooper was born in November of 2004
- Met all typical milestones up till 18-24 months – had eye contact, few words, interacted, pointed to objects, etc.





Through The Years - Autism in Pictures





And More Birthdays...





What Our Early Days Looked Like

- Lots of stimming
- Lining up of objects/toys/people
- Obsessive need for order
- Sensory Issues – feeding/textures/body/sounds
- No receptive/expressive language
- Couldn't respond to name, follow a distal point, engage in functional play
- Bad sleeping patterns

Meet Our Favorite Therapists



Madison
Anne
24



McKenzie
Faith
22



Josie
Grace
19



Annie
Hope
10



What *Early On* Did For My Family

- Gave me hope!
- Endless opportunities for socialization & independence
- What's made the difference?
- Taking a leap of faith and contacting *Early On* & never-ending push for inclusion during early childhood years & service providers treating the **WHOLE** family



Our Autism World Today...

- Fully conversational
- Participates in two sports
- Has many interests – hunts, has a job & enjoys family time
- He has transition goals
 - On track for H.S. diploma
 - Currently in year two CTE Early Childhood Class
 - Visiting 2 & 4 year colleges to be a paraprofessional in early childhood classroom



Early On Michigan Social Media

- Very active accounts with info at your fingertips to share ~
 - **Facebook** - @earlyonmichigan
 - **Twitter** - @ChildFindMich
 - **Instagram** - @earlyonmichigan



Early On Michigan

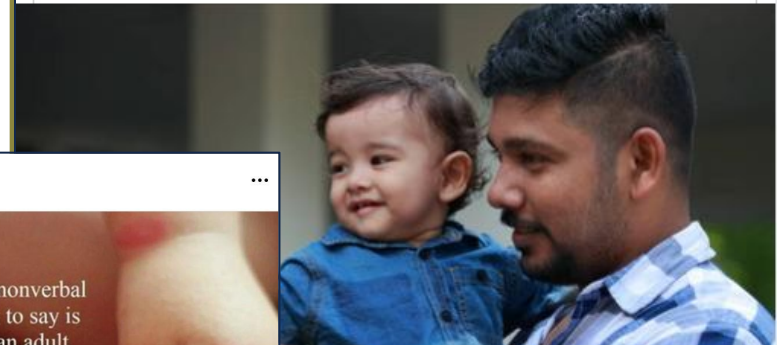
Published by Jenny Koenigsknecht · April 8 at 6:39 PM ·



ZERO TO THREE

April 8 at 1:44 PM ·

Babies start communicating long before they say their first words! Did you know there are actually 16 communication gestures that usually occur by age 16 months?... See more



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View Insights

Boost Post



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Early On Michigan

@childfindmich

Building awareness to support infants & toddlers in Michigan with developmental delays and/or disabilities. #EarlyOn





Questions?

1800EarlyOn.org

1-800-EARLY ON
(327-5966)

Buildupmi.org

(1-888-320-8384)

Email Jenny @

jkoenigsknecht@ccresa.org